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Benefits of using translation and the L1 in the EFL classroom

Final Master's Degree Project

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ABSTRACT

The present research project focuses on a topic that has encouraged much debate over the past years: The use of translation and the mother tongue in the EFL classes. This project constitutes an attempt to demonstrate how the use of translation is a significant part of English teaching and how, although not popular nowadays, it brings about outstanding benefits. The objective of the project is to reach a conclusion on whether the use of translation and the mother tongue in class is beneficial when acquiring a new structure, more specifically when learning to use 'wish'. In addition, the project will also test the reaction of students facing autonomous work without the help and explanations of the teacher and it will also provide the opinion of students and teachers. The study is based on the results obtained by a group of students of 4th ESO from the bilingual section of a high school in Navarre. The participants are aged between 15 and 17. The project was carried out during three sessions conducted in two consecutive weeks. The results show that the use of translation when acquiring a new grammatical structure seems to be beneficial. It also shows that students facing autonomous work when learning a grammatical structure is tougher for them.

1. INTRODUCTION

This project research is part of an investigation in which we want to prove that translation and the use of the mother tongue, in this case Spanish, can be useful when we address to teaching and learning English as a foreign language to high school students. The study has a pedagogical validity because as English teachers know, accuracy is one of the weakest areas in the acquisition of English and that's why the objective of this study is to declare that translation could help learners to improve the acquisition of grammar structures. The study wants to provide answers to the well-known question: Does translation help students to learn more and better and to acquire a higher understanding of English structures? As it is a controversial topic, we want to shed some light on it. To answer to this question, the present project bases its answers on some tests carried out with students of 4th ESO in a high school in Tudela, Navarre. It has been widely acknowledged that learners can't avoid transfer errors, errors of translation, and that's why we assume that by comparing the two systems, in English and in their mother tongue, they can become aware of these specific errors. Above all, the research want to find an answer to the question raised before, as we think it would be productive to know more about this topic both for the students as for the teachers. This is part of an investigation that started centuries ago, and there is no an agreement yet. That's why the research should keep on in spite of the positive results that this study could show.

2. HISTORICAL REVIEW: ORIGINS AND HISTORY OF TRANSLATION

2.1. Translation in the history of methodology

Before the 19th century the **Scholastic Method** was traditionally used by individuals studying the written form of language and also for teaching Latin and Greek. It normally involved writing down a translation of a text.

The **Grammar Translation Method** appeared by the end of the 18th century. It was also known as the Classical Method. It emerged from attempts to adjust the scholastic approach as a way of teaching modern languages in secondary schools to large number of students. It was derived from the classical method of teaching Greek and Latin. The difference between the Scholastic Method and the Grammar Translation Method was that instead of using whole texts, this method used translation of individual sentences to exemplify certain grammatical features. Translation was a key element of this Method. The focus was to translate grammar and vocabulary but there was no emphasis on speaking and listening comprehension. It consisted on memorizing lists of vocabulary and translating texts word by word.

The first objections regarding the use of translation in language teaching appeared in Germany and France in the late 19th century and were reinforced in the 1960s and 1970s by people who defended the Direct, Natural, Conversational and/or Communicative methods for language teaching. They were a response to the obvious problems associated with the Grammar Translation Method. These methods followed three main principles: The primacy of speech, the importance of connected text in teaching and learning and the priority of oral classroom methodology.

One of these methods, the **Natural Method**, also known as **Direct method** or **Oral method**, was first applied on a big scale by Maximilian Berlitz (1852-1921). In Berlitz manuals for teachers, translation was banned under any circumstance. Other authors that believed that translation wasn't a good method to teach and learn a language were Lado (1964), who was one of the most outspoken anti-translationists discouraging translation as a substitute for language practice. Gatenby (1967) approves the objections raised by Lado and adds that translation cannot be used as a testing device either. He believes that teaching by translation was bad because it didn't measure comprehension.

With this Method the teacher and the learners avoid using the learner's native language and just use the target language. It is based on the direct involvement of the student when speaking, and listening to the foreign language in common everyday situations. Consequently, there is lots of oral interaction, spontaneous use of the language, no translation, and little if any analysis of grammar rules and syntax. The focus of the lessons is on good pronunciation. It requires a high student motivation. The teaching techniques relied mostly on reading aloud, question answer exercise, self correction, conversation practice, fill in the gaps exercises, dictation and paragraph writing. One of its positive points is that it promises to teach the language and not about the language. It was developed successfully in private schools but not in public ones. There it was difficult for them to integrate it due to the lack of native teachers. After its popularity in the beginning of the 20th century, it soon began to lose its appeal.

The ***Audiolingual Method*** had its origins during World War II. It was also known as the Army Method. It has a lot of similarities with the Direct Method. Both were considered as a reaction against the Grammar Translation Method and both rejected the use of the mother tongue in class. Speaking and listening comprehension were the main objectives of these methods and reading and writing were seen as less important. The objective of the Audiolingual Method is accurate pronunciation and grammar. The main activities include reading aloud dialogues, repetitions of model sentences and drilling. The lessons focused on the correct imitation of the teacher by the students. Everything was simply memorized in form. The idea for the students was to practice the particular structure until they could use it spontaneously.

Other methodologies developed after the Audiolingual Method, such as the ***Silent Way*** and ***Total Physical Response***. They were completely against translation.

Fortunately, since the 1970's, translation had come to be seen as a complex process involving a variety of behaviors and skills together with and based on a variety of cognitive components which were the building blocks of translator intelligence. Translation was not only appropriate for training translators, also for language learners. Malmkjaer (1998) believed that 'translation might profitably be used as one among several methods of teaching language, rather than as mere preparation for an examination'.

In this theoretical background, the ***Communicative Language Teaching*** was born. It was the product of educators and linguists who had grown dissatisfied with the Audiolingual and Grammar Translation Methods. Unlike the Audiolingual Method, the focus was on helping learners create meaning rather than helping them developing perfectly grammatical structures or acquire native-like pronunciation. In the classroom, the Communicative Language Teaching Method took the form of pair and group work, requiring cooperation between learners, fluency-based

activities that encouraged learners to develop their confidence, role-plays in which students practiced and developed language functions and judicious use of grammar and pronunciation focused activities.

2.2. Recent studies providing the valuable role of translation and the use of the L1

Nowadays translation, after having passed through a tough way for its acceptance, is beginning to regain respectability among teaching professionals due to the remarkable change in the role it has assumed in language teaching in recent years.

We have to take into account that translation forces learners to notice the language, so as well as to raise learner's overall language awareness. Abundant research on SLA agrees that transfer affects every area of language and that it is unavoidable when learning a foreign language. Translation can help students to become aware of positive and negative transfer and therefore minimize negative transfer and reinforce the positive one.

We can easily find now a list of authors who are in favor of using and developing translation and also L1 in the EFL class. These are some of the ideas they find:

One of the first authors who remained in favor of translation was Danchev (1982), as he believed 'translation is a natural phenomenon and an inevitable part of second language acquisition'

After Danchev, other authors followed his philosophy; Atkinson (1987) gave three main advantages for allowing the use of the L1 in the classroom:

- Translation is a learner-preferred strategy
- Adherence to a humanistic approach permit students say what they want sometimes
- An efficient use of time is needed to achieve a specific aim

Some other authors as Alegría de la Colina and García Mayo (2009), Alley (2005), Anton and Dicamilla (1999), Brooks and Donato (1994) and Centeno-Cortés and Jimenez (2004) agreed that the L1 can be a useful learning tool in foreign language classrooms.

Swell (1996) indicated that translation is taught 'as a way of improving students linguistic proficiency' and also 'to consolidate L2 constructions for active use' and 'to monitor and improve comprehension of the L2'.

In 1998, the Bulgarian Adelina Ivanova pointed out the common features that translation shares with metalinguistic tasks and reading-writing.

Regarding to the fact of noticing, Gass (1997) believed that translation could be clearly place among the elements likely to trigger off such noticing. This point of view was followed by other authors as Leow (1997), Robinson (1997), Rosa and Leow (2004) and Rosa and O'Neill (1999) during the following years and studies, focusing that noticing plays a crucial role in subsequent processing of L2 data.

Looking back at the history of translation we can find out that it has evolved into a much more sophisticated concept than it was at the beginning.

3. THE PRESENT STUDY

The starting point of this study is the belief that translation can be very useful in the process of acquiring a new English grammatical structure. The aim of the research is to test the value of translation to teach the correct use of 'wish' in English. The results that this paper provides are those regarding a group of students from a Secondary School.

4. PARTICIPANTS

The study is focused on the results obtained by a group of 22/24 students of 4th ESO (Compulsory Secondary Education) from the bilingual section of a high school in Tudela, Navarre. The participants were aged between 15 and 17 years old. All the participants had Spanish as their mother tongue. The students have been

studying English since they were 5/6 years old, so they have studied English from 10 to 12 years.

The students had a better level of English than the ordinary 4th ESO groups because they belonged to the bilingual section since they started the first year of Compulsory Secondary Education. Apart from the English subject, those students had four more subjects in English: Social Sciences, Biology, Physical Education and Ethics. We have to take into account that they had also two more English sessions per week than the rest of groups from 4th ESO. According to the Common European Framework of Reference for Languages their level was a well consolidated B1.

5. RESEARCH QUESTIONS

On the basis of the main objectives and the historical review presented above, the study sets out some research questions:

First of all, a main hypothesis at the level of the effectiveness of translation:

-Do students learn more with the help of translation when learning the grammatical structure '*wish*'?

Second, we will also try to answer some questions regarding the opinions and beliefs of the students and the teachers:

-How do students react to autonomous work without the teacher's explanation?

-What are the students' and teacher's opinions and beliefs about translation and the use of Spanish in the EFL class?

6. METHODOLOGY

6.1. Participants

In the present study we elicited data from 22/24 students from a group of 4th ESO from the bilingual section of a high school in Tudela, Navarre. The students were aged between 15 and 17 years old. All the participants had Spanish as their mother tongue. The English level of the participants was higher than the level from the ordinary 4th ESO groups because they had been studying a higher level of English since they began the first year of Compulsory Secondary Education. In addition, these students had, apart from English, four more subjects in English. They also

had two more English sessions per week than the rest of groups from 4th ESO. According to the Common European Framework of Reference for Languages their level was a well consolidated B1.

The 22 students were randomly separated in two groups (control group and experimental group) during the realization of the main test, so 11 students formed each of the groups.

6.2. *Instruments and procedure*

The present research project was divided into three distinguished parts: a pre-test, a main test and a post-test. Those tests were carried out in three different sessions during two following weeks.

Firstly, after having decided the structure of the test, it was necessary to plan carefully and to identify the right kinds of aims. We had to ensure that the material that we were going to present to the students was focused on these. Before carrying out the tests, we explained the participants what their role was and why we were doing that project. The learner's perception of the activity was a key. We explained the aims and discussed the concerns the participants had. The materials that were used for the three tests leaned on the participants' student's book, specifically, on their next grammar unit (structure and uses of *wish*).

The procedure went as follows:

6.3. *Pre-test*

The **pre-test** was carried out on 3rd May 2012, by the whole group of students (22 participants). The activities used for the test had been specially designed for the project. The test consisted on three different activities related with the use and structure of *wish*, a grammar point that the teacher hadn't explain yet and that the students only knew superficially because they had work with the structure during previous years. Regarding the kind of activities, they shouldn't be too difficult so that they could feel they couldn't do anything. The level was adequate so they felt able to do them. It took around 30/35 minutes to complete it. The test presented the students with an examination in order to know the previous knowledge they had on a specific grammatical structure, its structure, its uses and its meaning.

The pre-test was formed by three different activities (see appendix 1). The first activity consisted of **rephrasing** some sentences making any necessary changes to maintain the same meaning. The first sentence was done as an example in order to guide students in how to change the others (six sentences + example). The second activity was similar to the first one. Students had to **write a suitable reply** for some situations the examination proposed. It also contained one example (nineteen sentences + example). The last activity consisted of **expressing thoughts**. Students had to take a look at some pictures and then express, using *wish*, what the characters wanted in that moment (seven pictures).

During the realization of the pre-test no problems appeared. The teacher assessed and guided them continuously. All the students were motivated and cooperative, the whole group of participants wanted to test their previous knowledge.

6.4. Main test

The realization of **the main test** was carried out on 4th May 2012, one day after the pre-test. The group was divided into two subgroups randomly. The subgroups had the same number of participants (eleven students each subgroup). The test was carried out during 35/40 minutes.

The objective that we followed during this second session was to present the theory of the grammatical structure *wish* in **two different ways**. Although the theory that we would present participants leaned on the grammatical explanation of their student's book, it was specially designed for the project. During this second session, each group was given a piece of theory about the grammatical structure *wish* (see appendix 2). The first group, called the **control group**, received the theory in their foreign language, English, while the second group, the **experimental group**, received the theory in English and also in Spanish, their mother tongue. The theory explained how to form the grammatical structure *wish*, when to use it, some examples and its meaning. In the case of the experimental group, the one that received the theory in both languages, they had the same original English version and the translated one in Spanish, but both parts contained the same information. The students were given **five minutes** to take a look, read and understand the theory given. We didn't answer the questions participants had about the theory, because, as said before, we also wanted to give some answers to an extra or secondary aim, how do students face autonomous work, in this case the acquirement of a new grammatical structure. During the second part of the session, both subgroups were given a test that they had to complete leaning on the theory they had just read. With this test, they would show if they had acquired new knowledge on the topic.

The test was integrated by four activities (see appendix 3). In the first activity, students had to fill in the blanks with the correct form of the verb in brackets. The sentences contained the clause *wish*. In the second activity, students had to choose the best option to complete the sentences given. They had to choose between two tenses from the same verb. The third and the fourth activity were related with **translation**. In the third one, students had to practice direct translation (from English into Spanish) and in the fourth activity they had to practice reverse translation (from Spanish into English). Obviously, the two last activities were thought to be easier for the second group, the one that had the theory in both languages. Both translation activities simply consisted on translating sentences without context. They were adapted to the needs of the students in the moment of the activity.

6.5. Post-test

During the **third and last session**, carried out during the following week, on 8th May 2012, the whole group (this time 24 participants), was given a final test (see appendix 4) in which they had to apply what they had learned during the previous session, but this time they couldn't use the theory to lean on. This test was similar to the first one done during the first session, although some slight modifications were carried out to prevent students remember certain sentences by rote.

In addition, at the end of this last session, a questionnaire in Spanish (see appendix 5) was handed out to know their opinion about the use of translation and Spanish in the English as a Foreign Language classes. The survey contained twenty questions regarding the use of translation and Spanish in the English classes and also the likes/dislikes of students in relation with the topic. For the two first questions they had to choose between *always*, *often*, *sometimes*, *almost never* and *never*, and for the rest of them they had to say if they *totally agree*, *only agree*, *don't agree* or *don't have an opinion*.

The same questionnaire was handed out to the whole group of teachers (13) that formed part of the English Department in order to know the opposite side of the coin opinions.

7. RESULTS

The present research shows two kinds of results, the results from the three tests (pre-test, main test and post-test) and the results from the two different questionnaires (teacher's opinion and student's opinion).

7.1. Pre-test results: session 1

The pre-test was carried out on 3rd May 2012 during 30/35 minutes by a group of 22 students. It contained three different activities related with the use and structure of *wish*. What we wanted to know with this examination was the previous knowledge that the participants had regarding the grammar point. Then, we would compare the pre-test results with the post-test to see if they had improved or not.

The following three charts show the results of each exercise of each activity:

ACTIVITY 1: rephrasing	NUMBER OF STUDENTS WITH CORRECT ANSWERS	NUMBER OF STUDENTS WITH INCORRECT ANSWERS	TOTAL NUMBER OF STUDENTS
Exercise 1	<i>EXAMPLE</i>	<i>EXAMPLE</i>	<i>EXAMPLE</i>
Exercise 2	13/22	9/22	22/22
Exercise 3	2/22	20/22	22/22
Exercise 4	19/22	3/22	22/22
Exercise 5	5/22	17/22	22/22
Exercise 6	1/22	21/22	22/22
Exercise 7	5/22	17/22	22/22
TOTAL NUMBER OF QUESTIONS	45/132 (34%)	87/132 (66%)	132/132 (100%)

ACTIVITY 2: writing a suitable reply	NUMBER OF STUDENTS WITH CORRECT ANSWERS	NUMBER OF STUDENTS WITH INCORRECT ANSWERS	TOTAL NUMBER OF STUDENTS
Exercise 1	<i>EXAMPLE</i>	<i>EXAMPLE</i>	<i>EXAMPLE</i>

Exercise 2	14/22	8/22	22/22
Exercise 3	21/22	1/22	22/22
Exercise 4	19/22	2/22	22/22
Exercise 5	17/22	5/22	22/22
Exercise 6	10/22	12/22	22/22
Exercise 7	20/22	2/22	22/22
Exercise 8	5/22	17/22	22/22
Exercise 9	14/22	8/22	22/22
Exercise 10	21/22	1/22	22/22
Exercise 11	14/22	8/22	22/22
Exercise 12	20/22	2/22	22/22
Exercise 13	18/22	4/22	22/22
Exercise 14	14/22	8/22	22/22
Exercise 15	16/22	6/22	22/22

Exercise 16	11/22	11/22	22/22
Exercise 17	16/22	6/22	22/22
Exercise 18	12/22	10/22	22/22
Exercise 19	10/22	12/22	22/22
Exercise 20	9/22	13/22	22/22
TOTAL NUMBER OF QUESTIONS	275/418 (65%)	143/418 (35%)	418/418 (100%)

ACTIVITY 3: expressing thoughts	NUMBER OF STUDENTS CORRECT ANSWERS	NUMBER OF STUDENTS WITH INCORRECT ANSWERS	TOTAL NUMBER OF STUDENTS
Exercise 1	13/22	9/22	22/22
Exercise 2	16/22	6/22	22/22
Exercise 3	19/22	3/22	22/22
Exercise 4	17/22	5/22	22/22

Exercise 5	15/22	7/22	22/22
Exercise 6	15/22	7/22	22/22
Exercise 7	14/22	8/22	22/22
TOTAL NUMBER OF QUESTIONS	109/154 (70%)	45/154 (30%)	154/154 (100%)

The average mark from the three activities of the pre-test is a 6/10. Only six from ten students passed the exam. From 704 questions, only 429 were correct.

Following, the next chart shows the results of each of the participants regarding each exercise:

PARTICIPANT	ACTIVITY 1: rephrasing	ACTIVITY 2: writing a suitable reply María González Saldías	ACTIVITY 3: expressing thoughts	TOTAL OF ACTIVITIES
	NUMBER OF CORRECT EXERCISES OUT OF 6	NUMBER OF CORRECT EXERCISES OUT OF 19	NUMBER OF CORRECT EXERCISES OUT OF 7	TOTAL NUMBER OF CORRECT EXERCISES OUT OF 32 AND FINAL MARK
P1	2/6	9/19	0/7	11/32=3.4
P2	1/6	8/19	3/7	12/32=3.7
P3	1/6	8/19	5/7	14/32=4.3
P4	1/6	9/19	5/7	15/32=4.6
P5	1/6	4/19	1/7	6/32=1.8
P6	1/6	9/19	3/7	13/32=4
P7	4/6	17/19	7/7	28/32=8.7
P8	3/6	16/19	7/7	26/32=8.1
P9	3/6	18/19	7/7	28/32=8.7
P10	1/6	10/19	5/7	16/32=5
P11	1/6	11/19	5/7	27/32=5.3
P12	4/6	17/19	5/7	26/32=8.1
P13	3/6	13/19	7/7	24/32=7.5
P14	2/6	13/19	7/7	22/32=6.8
P15	1/6	11/19	6/7	18/32=5.6
P16	3/6	17/19	7/7	27/32=8.4
P17	1/6	11/19	5/7	17/32=5.3
P18	2/6	13/19	3/7	18/32=5.6
P19	1/6	11/19	7/7	19/32=5.9
P20	3/6	17/19	6/7	26/32=8.1
P21	4/6	15/19	6/7	25/32=7.8
P22	2/6	15/19	5/7	21/32=6.5
WHOLE GROUP (22 STUDENTS)	45/132 (34%)	275/418 (65%)	109/154 (70%)	429/704 (60%)=6

7.2. Main test results: session 2

The main test was carried out on 4th May 2012 during 35/40 minutes. For this second session, as explained during the procedure, the participants were divided into **two different groups randomly**. Each group was formed by 11 students. This time, they were presented theory about the grammatical structure *wish*. The **control group** was given the theory in their foreign language, English, while the second group, the **experimental group**, received the theory in English and in Spanish. The test that was then handed in to the participants contained four exercises, two of them about **translating**. The objective that we followed during this second session was to compare the results obtained by the control group and the experimental group.

These three charts show the results of each exercise from the **control group** (theory in English) regarding the four activities:

GROUP 1: CONTROL GROUP

ACTIVITY 1: completing sentences	NUMBER OF STUDENTS WITH CORRECT ANSWERS	NUMBER OF STUDENTS WITH INCORRECT ANSWERS	TOTAL NUMBER OF STUDENTS
Exercise 1	8/11	3/11	11/11
Exercise 2	2/11	9/11	11/11
Exercise 3	2/11	9/11	11/11
Exercise 4	7/11	4/11	11/11
Exercise 5	10/11	1/11	11/11

Exercise 6	0/11	11/11	11/11
Exercise 7	8/11	3/11	11/11
Exercise 8	4/11	7/11	11/11
Exercise 9	7/11	4/11	11/11
Exercise 10	7/11	4/11	11/11
TOTAL NUMBER OF QUESTIONS	55/110 (50%)	55/110 (50%)	110/110 (100%)

ACTIVITY 2: choosing the best option	NUMBER OF STUDENTS CORRECT ANSWERS	NUMBER OF STUDENTS WITH INCORRECT ANSWERS	TOTAL NUMBER OF STUDENTS
Exercise 1	11/11	0/11	11/11
Exercise 2	11/11	0/11	11/11
Exercise 3	9/11	2/11	11/11
Exercise 4	11/11	0/11	11/11

Exercise 5	10/11	1/11	11/11
Exercise 6	10/11	1/11	11/11
Exercise 7	10/11	1/11	11/11
Exercise 8	11/11	0/11	11/11
Exercise 9	10/11	1/11	11/11
Exercise 10	10/11	1/11	11/11
Exercise 11	11/11	0/11	11/11
TOTAL NUMBER OF QUESTIONS	114/121 (94%)	7/121 (6%)	121/121 (100%)

ACTIVITY 3: DIRECT TRANSLATION (ENGLISH-SPANISH)	NUMBER OF STUDENTS WITH CORRECT ANSWERS	NUMBER OF STUDENTS WITH INCORRECT ANSWERS	TOTAL NUMBER OF STUDENTS
Exercise 1	7/11	4/11	11/11
Exercise 2	8/11	3/11	11/11

Exercise 3	8/11	3/11	11/11
Exercise 4	8/11	3/11	11/11
Exercise 5	8/11	3/11	11/11
Exercise 6	7/11	4/11	11/11
Exercise 7	5/11	6/11	11/11
Exercise 8	4/11	7/11	11/11
TOTAL NUMBER OF QUESTIONS	55/88 (62%)	33/88 (38%)	88/88 (100%)

ACTIVITY 4: REVERSE TRANSLATION (SPANISH-ENGLISH)	NUMBER OF STUDENTS WITH CORRECT ANSWERS	NUMBER OF STUDENTS WITH INCORRECT ANSWERS	TOTAL NUMBER OF STUDENTS
Exercise 1	10/11	1/11	11/11
Exercise 2	10/11	1/11	11/11
Exercise 3	10/11	1/11	11/11
Exercise 4	6/11	5/11	11/11

Exercise 5	8/11	3/11	11/11
Exercise 6	8/11	3/11	11/11
Exercise 7	3/11	8/11	11/11
Exercise 8	3/11	8/11	11/11
TOTAL NUMBER OF QUESTIONS	58/88 (65%)	30/88 (35%)	88/88 (100%)

The average mark from the four activities of the main test by group 1 is a 6.9/10. Only six from ten students passed the exam. From 407 questions, only 282 were correct.

Now, regarding the **experimental group** (theory in English and in Spanish), these three charts show the results of each exercise regarding the four activities:

GROUP 2: EXPERIMENTAL GROUP

ACTIVITY 1: completing sentences	NUMBER OF STUDENTS WITH CORRECT ANSWERS	NUMBER OF STUDENTS WITH INCORRECT ANSWERS	TOTAL NUMBER OF STUDENTS
Exercise 1	5/11	6/11	11/11
Exercise 2	7/11	4/11	11/11

Exercise 3	3/11	8/11	11/11
Exercise 4	4/11	7/11	11/11
Exercise 5	7/11	4/11	11/11
Exercise 6	1/11	10/11	11/11
Exercise 7	7/11	4/11	11/11
Exercise 8	3/11	8/11	11/11
Exercise 9	6/11	5/11	11/11
Exercise 10	7/11	4/11	11/11
TOTAL NUMBER OF QUESTIONS	50/110 (45%)	60/110 (55%)	110/110 (100%)

ACTIVITY 2: choosing the best option	NUMBER OF STUDENTS CORRECT ANSWERS	NUMBER OF STUDENTS WITH INCORRECT ANSWERS	TOTAL NUMBER OF STUDENTS
Exercise 1	10/11	1/11	11/11

Exercise 2	9/11	2/11	11/11
Exercise 3	9/11	2/11	11/11
Exercise 4	9/11	2/11	11/11
Exercise 5	9/11	2/11	11/11
Exercise 6	11/11	0/11	11/11
Exercise 7	11/11	0/11	11/11
Exercise 8	10/11	1/11	11/11
Exercise 9	9/11	2/11	11/11
Exercise 10	11/11	0/11	11/11
Exercise 11	9/11	2/11	11/11
TOTAL NUMBER OF QUESTIONS	107/121 (88%)	14/121 (12%)	121/121 (100%)

ACTIVITY 3: DIRECT TRANSLATION	NUMBER OF STUDENTS WITH	NUMBER OF STUDENTS	TOTAL NUMBER
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(ENGLISH-SPANISH)	CORRECT ANSWERS	WITH INCORRECT ANSWERS	OF STUDENTS
Exercise 1	9/11	2/11	11/11
Exercise 2	10/11	1/11	11/11
Exercise 3	10/11	1/11	11/11
Exercise 4	9/11	2/11	11/11
Exercise 5	9/11	2/11	11/11
Exercise 6	7/11	4/11	11/11
Exercise 7	9/11	2/11	11/11
Exercise 8	5/11	6/11	11/11
TOTAL NUMBER OF QUESTIONS	68/88 (77%)	32/88 (23%)	88/88 (100%)

ACTIVITY 4: REVERSE TRANSLATION (SPANISH-ENGLISH)	NUMBER OF STUDENTS WITH CORRECT ANSWERS	NUMBER OF STUDENTS WITH INCORRECT ANSWERS	TOTAL NUMBER OF STUDENTS
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Exercise 1	11/11	0/11	11/11
Exercise 2	11/11	0/11	11/11
Exercise 3	11/11	0/11	11/11
Exercise 4	8/11	3/11	11/11
Exercise 5	7/11	4/11	11/11
Exercise 6	11/11	0/11	11/11
Exercise 7	3/11	8/11	11/11
Exercise 8	0/11	11/11	11/11
TOTAL NUMBER OF QUESTIONS	62/88 (70%)	26/88 (30%)	88/88 (100%)

The average mark from the four activities of the main test by group 2 is a 7.1/10. Only seven from ten students passed the exam. From 407 questions, only 287 were correct.

Following, the next charts shows the results of each of the participants from both groups (control group and experimental group) regarding each exercise:

CONTROL GROUP: PARTICIPANT	ACTIVITY 1: completing sentences	ACTIVITY 2: choosing the best option	ACTIVITY 3: DIRECT TRANSLATION (ENGLISH-SPANISH)	ACTIVITY 4: REVERSE TRANSLATION (SPANISH-ENGLISH)	TOTAL OF ACTIVITIES
	NUMBER OF CORRECT EXERCISES OUT OF 10	NUMBER OF CORRECT EXERCISES OUT OF 11	NUMBER OF CORRECT EXERCISES OUT OF 8	NUMBER OF CORRECT EXERCISES OUT OF 8	TOTAL NUMBER OF CORRECT EXERCISES OUT OF 37 AND FINAL MARK
P1	3/10	9/11	0/8	0/8	13/37=3.5
P2	5/10	8/11	0/8	4/8	17/37=4.5
P3	3/10	11/11	6/8	6/8	26/37=7
P4	6/10	11/11	8/8	8/8	33/37=8.9
P5	5/10	11/11	7/8	8/8	31/37=8.3
P6	5/10	11/11	8/8	5/8	29/37=7.8
P7	4/10	10/11	6/8	6/8	26/37=7
P8	7/10	11/11	0/8	6/8	24/37=6.4
P9	7/10	11/11	7/8	6/8	31/37=8.3
P10	3/10	10/11	5/8	5/8	23/37=6.2
P11	7/10	11/11	8/8	4/8	30/37=8.1
WHOLE CONTROL GROUP (11 STUDENTS)	55/110 (50%)	114/121 (94%)	55/88 (62%)	58/88 (65%)	282/407 (69%)=6.9

EXPERIMENTAL GROUP: PARTICIPANT	ACTIVITY 1: completing sentences	ACTIVITY 2: choosing the best option	ACTIVITY 3: DIRECT TRANSLATION (ENGLISH-SPANISH)	ACTIVITY 4: REVERSE TRANSLATION (SPANISH-ENGLISH)	TOTAL OF ACTIVITIES
	NUMBER OF CORRECT EXERCISES OUT OF 10	NUMBER OF CORRECT EXERCISES OUT OF 11	NUMBER OF CORRECT EXERCISES OUT OF 8	NUMBER OF CORRECT EXERCISES OUT OF 8	TOTAL NUMBER OF CORRECT EXERCISES OUT OF 37 AND FINAL MARK
P1	5/10	8/11	0/8	5/8	18/37=4.8
P2	2/10	9/11	7/8	5/8	37/37=6.2
P3	5/10	11/11	8/8	7/8	31/37=8.3
P4	7/10	10/11	7/8	7/8	31/37=8.3
P5	3/10	8/11	4/8	6/8	21/37=5.6
P6	2/10	7/11	6/8	6/8	21/37=5.6
P7	6/10	10/11	6/8	6/8	29/37=7.8
P8	6/10	10/11	7/8	6/8	29/37=7.8
P9	4/10	11/11	8/8	4/8	27/37=7.2
P10	6/10	11/11	7/8	5/8	29/37=7.8
P11	4/10	11/11	8/8	6/8	29/37=7.8
WHOLE CONTROL GROUP (11 STUDENTS)	50/110 (45%)	107/121 (88%)	68/88 (77%)	62/88 (70%)	287/407 (71%)=7.1

7.3. Post-test results: session 3

The post-test was carried out during the following week, on 8th May 2012 during 30/35 minutes by a group of 24 students, two more students than during the previous examinations. During this last exam, students had to apply what they had learnt during the previous session but this time they couldn't use the theory we gave them to do the exercises. The test was similar to the first one they did during the first session, the pre-test, but it contained some modifications to prevent students from remember certain sentences by rote.

The following three charts show the results of each exercise of each activity:

ACTIVITY rephrasing	1: NUMBER OF STUDENTS WITH CORRECT ANSWERS	NUMBER OF STUDENTS WITH INCORRECT ANSWERS	TOTAL NUMBER OF STUDENTS
Exercise 1	20/24	4/24	24/24
Exercise 2	15/24	9/24	24/24
Exercise 3	2/24	22/24	24/24
Exercise 4	21/24	3/24	24/24
Exercise 5	1/24	23/24	24/24
Exercise 6	6/24	18/24	24/24
Exercise 7	13/24	11/24	24/24

TOTAL NUMBER OF QUESTIONS	78/168 (46%)	90/168 (54%)	168/168 (100%)
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ACTIVITY 2: writing a suitable reply	NUMBER OF STUDENTS WITH CORRECT ANSWERS	NUMBER OF STUDENTS WITH INCORRECT ANSWERS	TOTAL NUMBER OF STUDENTS
Exercise 1	18/24	6/24	24/24
Exercise 2	12/24	12/24	24/24
Exercise 3	16/24	8/24	24/24
Exercise 4	19/24	5/24	24/24
Exercise 5	18/24	6/24	24/24
Exercise 6	5/24	19/24	24/24
Exercise 7	20/24	4/24	24/24
Exercise 8	9/24	15/24	24/24
Exercise 9	3/24	21/24	24/24
Exercise 10	22/24	2/24	24/24

Exercise 11	6/24	18/24	24/24
Exercise 12	19/24	5/24	24/24
Exercise 13	20/24	4/24	24/24
Exercise 14	18/24	6/24	24/24
Exercise 15	11/24	13/24	24/24
Exercise 16	14/24	10/24	24/24
Exercise 17	21/24	3/24	24/24
Exercise 18	15/24	9/24	24/24
Exercise 19	11/24	13/24	24/24
Exercise 20	12/24	12/24	24/24
TOTAL NUMBER OF QUESTIONS	289/480 (60%)	191/480 (40%)	480/480 (100%)

ACTIVITY	3:	NUMBER OF STUDENTS WITH	NUMBER OF STUDENTS	TOTAL NUMBER
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expressing thoughts	CORRECT ANSWERS	WITH INCORRECT ANSWERS	OF STUDENTS
Exercise 1	12/24	12/24	24/24
Exercise 2	20/24	4/24	24/24
Exercise 3	21/24	3/24	24/24
Exercise 4	18/24	6/24	24/24
Exercise 5	17/24	7/24	24/24
Exercise 6	17/24	7/24	24/24
Exercise 7	16/24	8/24	24/24
TOTAL NUMBER OF QUESTIONS	121/168 (72%)	47/168 (28%)	168/168 (100%)

The average mark from the three activities of the post-test is a 6/10. Only six from ten students passed the exam. From 816 questions, only 488 were correct.

Following, the next chart show the results of each of the participants regarding each exercise:

PARTICIPANT	ACTIVITY 1: rephrasing	ACTIVITY 2: writing a suitable reply María González Saldías	ACTIVITY 3: expressing thoughts	TOTAL OF ACTIVITIES
	NUMBER OF CORRECT EXERCISES OUT OF 7	NUMBER OF CORRECT EXERCISES OUT OF 20	NUMBER OF CORRECT EXERCISES OUT OF 7	TOTAL NUMBER OF CORRECT EXERCISES OUT OF 34 AND FINAL MARK
P1	3/7	2/20	2/7	7/34=2
P2	3/7	11/20	1/7	15/34=4.4
P3	5/7	8/20	1/7	14/34=4.1
P4	3/7	5/20	2/7	10/34=2.9
P5	0/7	6/20	4/7	10/34=2.9
P6	0/7	2/20	4/7	6/34=1.7
P7	4/7	12/20	5/7	21/34=6.1
P8	1/7	16/20	5/7	22/34=6.4
P9	3/7	11/20	4/7	18/34=5.2
P10	4/7	10/20	5/7	19/34=5.5
P11	4/7	16/20	7/7	27/34=7.9
P12	2/7	17/20	6/7	25/34=7.3
P13	3/7	14/20	7/7	24/34=7
P14	4/7	16/20	7/7	27/34=7.9
P15	3/7	16/20	6/7	25/34=7.3
P16	3/7	17/20	7/7	27/34=7.9
P17	6/7	16/20	6/7	28/34=8.2
P18	4/7	15/20	7/7	26/34=7.6
P19	4/7	18/20	6/7	28/34=8.2
P20	3/7	17/20	5/7	25/34=7.3
P21	5/7	14/20	4/7	23/34=6.7
P22	4/7	15/20	7/7	26/34=7.6
P 23	5/7	14/20	6/7	25/34=7.3
P24	2/7	14/20	5/7	21/34=6.1
WHOLE GROUP (24 STUDENTS)	78/168 (46%)	289/480 (60%)	121/168 (72%)	488/816 (60%)=6

7.4. Student's questionnaire

The questionnaire that was held in to the whole group of participants (24 students) during session 3 contained 20 questions regarding the use of Spanish in the EFL classes and the advantages and disadvantages translation shows, in their opinion, during these classes. It was held in the same day that the participants took the post-test, on 8th May. It only took 10 minutes to complete it. The survey was in Spanish. During the realization of the survey some students asked for the explanation of some of the points.

Taking into account the huge number of questions of the survey, we have decided to point out the most significative ones, and these are the results:

ITEM	RESULT: number of students (from 24 participants)			
	Totalmente de acuerdo	De acuerdo	Nada de acuerdo	No tengo opinión
3. La traducción me ayuda a aprender inglés	7	12	3	2
4. Las actividades de traducción que hemos realizado durante el curso me han resultado útiles	5	15	2	2
5. La traducción al español me ayuda a aprender vocabulario	7	11	4	2
6. La traducción al español me ayuda a comprender estructuras gramaticales	3	11	6	4
8. Encuentro útiles las explicaciones de estructuras inglesas en español	5	10	7	2
9. A veces necesito que la profesora o algún compañero me explique en español lo que tengo que hacer en clase cuando hacemos actividades en inglés	1	6	17	0
14. Creo que es necesario ser consciente de las similitudes y	10	9	2	3

diferencias entre el inglés y el español				
18. Prefiero que las clases sean totalmente en inglés	19	4	1	0
19. Intento no recurrir nunca al español	3	18	3	0

7.5. Teacher's questionnaire

We have also studied the impressions that the teachers from the English Department have regarding Spanish and translation. Some of them accepted our proposal to fill in the survey. We have the answers of six of them. As with the student's result, we are going to take into account the most significative results due to the lack of time and space and the large number of items proposed.

This chart shows the results obtained by the English teachers:

ITEM	RESULT: number of students (from 24 participants)			
	Totalmente de acuerdo	De acuerdo	Nada de acuerdo	No tengo opinión
3. La traducción ayuda a los alumnos/as a aprender inglés	3	3	0	0
4. Las actividades de traducción que hemos realizado durante el curso les han resultado útiles	3	3	0	0
5. La traducción al español les ayuda a aprender vocabulario	1	5	0	0
6. La traducción al español les ayuda a comprender estructuras gramaticales	1	4	1	0
7. A los alumnos/as les resultan útiles las traducciones de palabras y estructuras del inglés al español	1	5	0	0

9. Los alumnos/as a veces necesitan que el/la profesor/a o algún compañero les explique en español lo que tienen que hacer en clase cuando hacemos actividades en inglés	3	3	0	0
14. Como profesor/a creo que es necesario que los alumnos/as sean conscientes de las similitudes y diferencias entre el inglés y el español	1	5	0	0

8. DISCUSSION

8.1. Conclusions

In the present study we decided to investigate the valuable role of the L1 and translation in the English as a Foreign Language classroom. In relation with that, we were also interested in the students' and teacher's opinions and beliefs concerning the use of both techniques in the English classroom. We wanted to know their opinion in order to contrast them with previous findings: how useful do our students and their teachers feel the use of their mother tongue and translation in the English context? With this project we wanted to know also how students face and react to autonomous work.

The sessions dedicated to this activity had been profitable for the students. Apart from the grammar point practised and learnt during the tests, we had worked several other competences.

We have reached some conclusions while studying the results of the pre-test, main test and post-test and also the teacher's and student's questionnaire. We would like to show our ideas leaning on the results answering the research questions presented at the beginning of the present research project.

First of all, we set out some questions regarding the effectiveness of translation:

-Do students learn more with the help of translation when learning the grammatical structure '*wish*'?

To answer to this question we have studied the results of the **main test**, the one in which the whole group of participants was divided into two subgroups randomly. As explained before, the control group received the theory about the wish structure only in English, while the experimental group received the same theory in both languages, English and Spanish. We focus our attention in **activities 3 and 4**, those regarding direct and reverse translation.

If we take into account **the charts with the information for each of the participants**, we face this:

CONTROL GROUP:	ACTIVITY 3: DIRECT TRANSLATION (ENGLISH-SPANISH)
PARTICIPANT	NUMBER OF CORRECT EXERCISES OUT OF 8
P1	0/8
P2	0/8
P3	6/8
P4	8/8
P5	7/8
P6	8/8
P7	6/8
P8	0/8
P9	7/8
P10	5/8
P11	8/8
WHOLE CONTROL GROUP (11 STUDENTS)	55/88 (62%)

María	González Saldías
EXPERIMENTAL GROUP:	ACTIVITY 3: DIRECT TRANSLATION (ENGLISH-SPANISH)
PARTICIPANT	NUMBER OF CORRECT EXERCISES OUT OF 8
P1	0/8
P2	7/8
P3	8/8
P4	7/8
P5	4/8
P6	6/8
P7	6/8
P8	7/8
P9	8/8
P10	7/8
P11	8/8
WHOLE CONTROL GROUP (11 STUDENTS)	68/88 (77%)

Looking at the information of the charts above, it seems that the experimental group (theory in both languages) obtained a better general mark than the control group (theory only in English) regarding **activity 3: direct translation**. The participants from the experimental group reached a 7.7 as a general mark, while the participants from the control group obtained a 6.2 as general mark.

CONTROL GROUP: PARTICIPANT	ACTIVITY 4: REVERSE TRANSLATION (SPANISH-ENGLISH)
	NUMBER OF CORRECT EXERCISES OUT OF 8
P1	0/8
P2	4/8
P3	6/8
P4	8/8
P5	8/8
P6	5/8
P7	6/8
P8	6/8
P9	6/8
P10	5/8
P11	4/8
WHOLE CONTROL GROUP (11 STUDENTS)	58/88 (65%)

EXPERIMENTAL GROUP: PARTICIPANT	ACTIVITY 4: REVERSE TRANSLATION (SPANISH-ENGLISH)
	NUMBER OF CORRECT EXERCISES OUT OF 8
P1	5/8
P2	5/8
P3	7/8
P4	7/8
P5	6/8
P6	6/8
P7	6/8
P8	6/8
P9	4/8
P10	5/8
P11	6/8
WHOLE EXPERIMENTAL GROUP (11 STUDENTS)	62/88 (70%)

As well, looking at the information about **activity 4: reverse translation** in the charts above, it seems that the experimental group (theory in both languages) obtained a better general mark than the control group (theory only in English). The participants from the experimental group reached a 7 as a general mark, while the participants from the control group obtained a 6.5 as general mark.

So, leaning on the results shown by both group during the main test, we can say that the results obtained by the experimental group regarding translation activities are better than the results obtained by the control group. It seems that handing in the theory about some grammatical structures in both languages, the mother tongue and the foreign language, helps students to achieve better results and to understand more clearly the grammar point.

Secondly, we wanted to answer another questions regarding the opinion and beliefs and facts of the students and the teachers:

-How do students react to autonomous work without the teacher's explanation?

and

-What are the students' and teacher's opinions and beliefs about translation and the use of Spanish in the EFL class?

To answer to the first question of the second part of the research questions, we are going to focus our attention in the results obtained by the participants during the post-test and the pre-test. We want to know if there had been any improvement before handing in the theory and after handing in it. For that, we will take into account the **results obtained of each exercise** during the **pre-test** and the results obtained for each exercise during the **post-test**. That way, we would know if the participants had done any activity better than before or otherwise, if they hadn't improved.

	PRE-TEST	POST-TEST
ACTIVITY 1: rephrasing	NUMBER OF STUDENTS WITH CORRECT ANSWERS	NUMBER OF STUDENTS WITH CORRECT ANSWERS
Exercise 1	<i>EXAMPLE</i>	20/24
Exercise 2	13/22	15/24
Exercise 3	2/22	2/24
Exercise 4	19/22	21/24
Exercise 5	5/22	1/24
Exercise 6	1/22	6/24
Exercise 7	5/22	13/24
TOTAL NUMBER OF QUESTIONS	45/132 (34%)	78/168 (46%)

ACTIVITY 2: writing a suitable reply	NUMBER OF STUDENTS WITH CORRECT ANSWERS	NUMBER OF STUDENTS WITH CORRECT ANSWERS
Exercise 1	<i>EXAMPLE</i>	18/24
Exercise 2	14/22	12/24
Exercise 3	21/22	16/24
Exercise 4	19/22	19/24
Exercise 5	17/22	18/24
Exercise 6	10/22	5/24
Exercise 7	20/22	20/24

Exercise 8	5/22	9/24
Exercise 9	14/22	3/24
Exercise 10	21/22	22/24
Exercise 11	14/22	6/24
Exercise 12	20/22	19/24
Exercise 13	18/22	20/24
Exercise 14	14/22	18/24
Exercise 15	16/22	11/24
Exercise 16	11/22	14/24
Exercise 17	16/22	21/24
Exercise 18	12/22	15/24
Exercise 19	10/22	11/24
Exercise 20	9/22	12/24
TOTAL NUMBER OF QUESTIONS	275/418 (65%)	289/480 (60%)

ACTIVITY 3: expressing thoughts	NUMBER OF STUDENTS WITH CORRECT ANSWERS	NUMBER OF STUDENTS WITH CORRECT ANSWERS
Exercise 1	13/22	12/24
Exercise 2	16/22	20/24
Exercise 3	19/22	21/24
Exercise 4	17/22	18/24
Exercise 5	15/22	17/24

Exercise 6	15/22	17/24
Exercise 7	14/22	16/24
TOTAL NUMBER OF QUESTIONS	109/154 (70%)	121/168 (72%)

As indicated previously, the three activities that composed the pre-test and the post-test were similar although some slight changes were done for the post-test from prevent students to remember certain sentences by rote. The pre-test was carried out by 22 students and in it some exercises were done as an example, while the post-test was carried out by 24 students, two more participants than during the first one, and in it they didn't appear any example.

If we take into account the percentage of correct answers regarding each activity, we can see those results:

The quantity of correct answers (46%) was higher during the post-test than during the pre-test (34%) for **activity 1**.

The quantity of correct answers (72%) was higher during the post-test than during the pre-test (70%) if we take into account the results of **activity 3**.

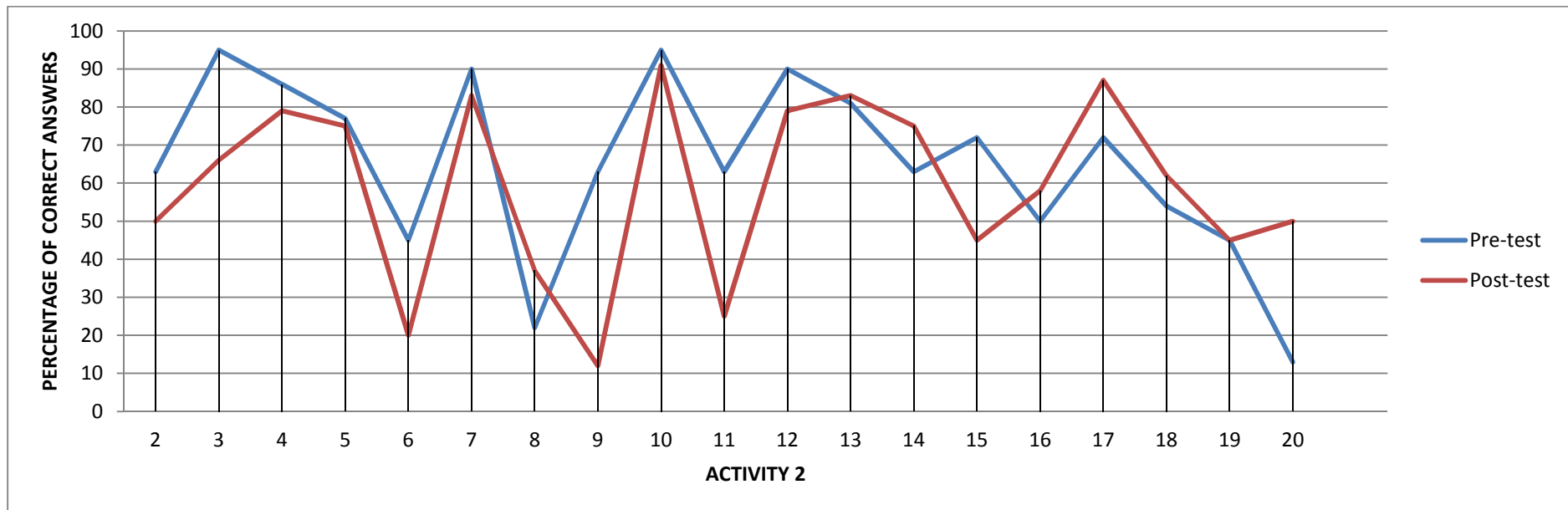
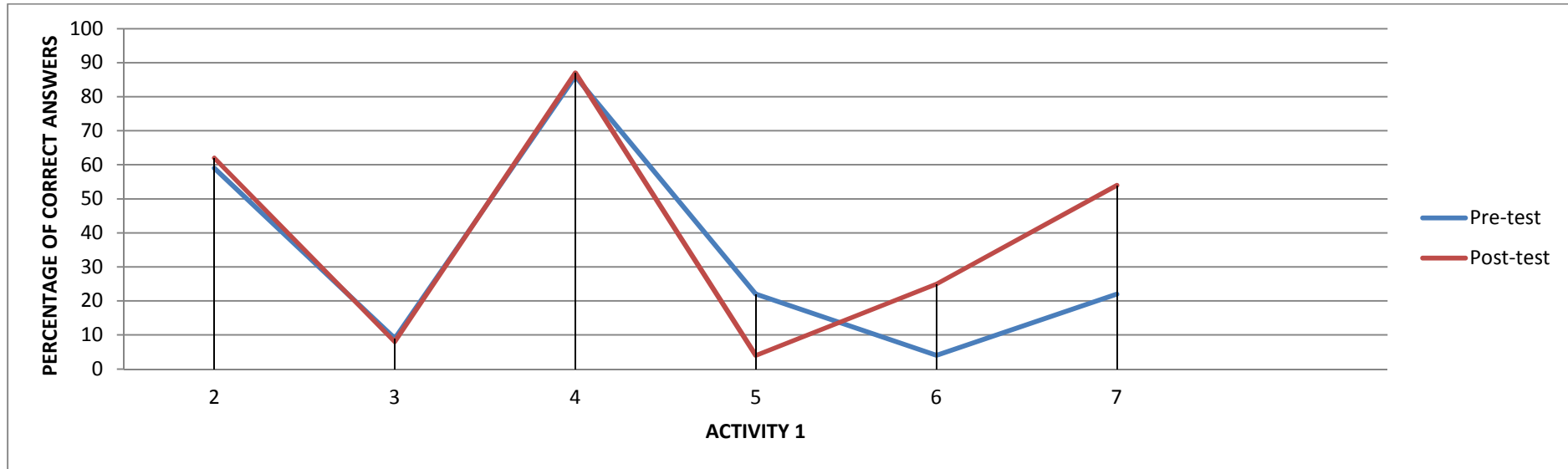
But, if we focus on the percentage of correct answers for **activity 2**, we can see that the percentage was higher during the pre-test (65%) than during the post-test (60%).

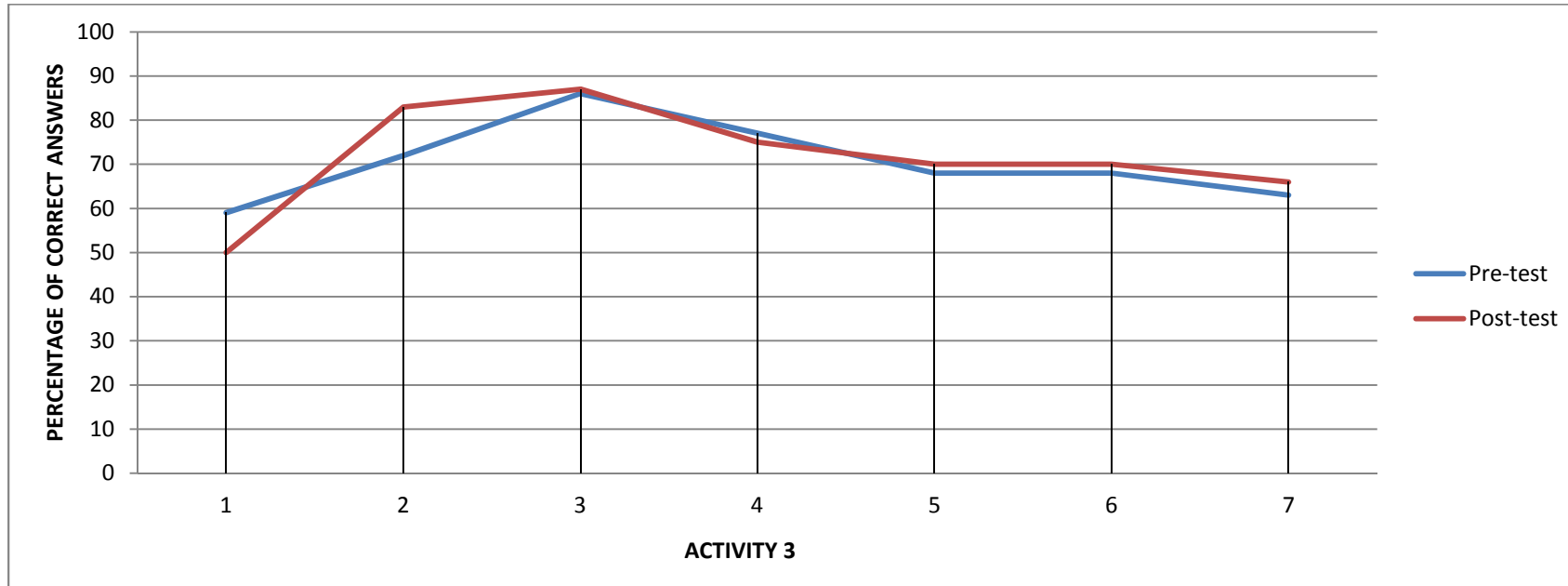
Globally, we find these results:

For the pre-test 429 questions were done correctly from 704, that means a 60% of the questions were correctly solved, while for the post-test 488 questions were done correctly from 816, that means also that a 60% of the questions were correctly done.

Taken into account this information, we can say that globally the percentage of correct answers facing the pre-test and the post-test is equal, but if we do a more qualitative and specific analysis, we can see that some activities were done better during the post-test than during the pre-test. In some activities, specifically in activity 1 and activity 3 we find improvements, while in activity 2 we don't.

The following diagrams show the difference, for each of the exercises, between the results obtained during the first session (pre-test) and the results obtained during the last session (post-test):





As we can see, the improvements of each of the activities depend on the kind of exercise.

Apart from the conclusions reached with the three tests, we have arrived to other important conclusions leaning on the results of the questionnaire.

To answer to the second question of the second part of the research questions: **What are the students' and teacher's opinions and beliefs about translation and the use of Spanish in the EFL class?**, we are going to focus our attention in the results obtained by the participants and the teachers in the survey.

Regarding the results obtained by the **students** we find some important points that reflect their ideas and beliefs about translation:

- 12 students agree that translation help them to study English, and 7 of them totally agree with this item

- 15 students seem to find helpful the translation activities done during the course, while 5 of them completely agree with this statement

- 11 students say that translation helps them to study vocabulary while 7 of them say it is vital for them and very helpful

- Also 11 students agree with the fact that translation helps them to understand better some English structures and 3 of them totally agree

On the other hand, taking into account their ideas about the use of Spanish in the English class we find this:

- 15 students find helpful the explanation of some English structures in Spanish

- We have to take into account that the present research bases its ideas in the results obtained by a bilingual class, and this is reflected in the idea that 17 students don't agree with the fact that they sometimes need the explanations of the teacher or some of their colleagues in Spanish to know what they have to do in class. They are used to receive all the input in English so they don't need any kind of explanation in Spanish at first sight

- 19 students completely believe that it's better for them and so they prefer to receive the classes in English. Also 4 of them agree with that idea. Only one of the whole group (24 students) believe it's better to receive the classes in Spanish

- As the bilingual section of the High School, 18 students say that they try not to turn to Spanish, their mother tongue, during the English class

Finally, 19 students agree with the idea that they need it's necessary to be aware of the similarities and differences between English and Spanish.

Generally, most of the students seem to be in favor of the use of translation in the EFL classes and also sometimes of their mother tongue to explain some English structures.

Regarding the **teacher's opinion** we find these conclusions:

- All the teachers that filled in the survey believe that translation helps students to learn English

- The whole group believes that the translation activities that they have practised during the course were useful for the students

- 5 of the teachers out of 6 agree that translation helps students learn vocabulary and one of them completely agrees

- They also believe (5 out of 6) that translation helps students understanding grammatical structures too

- 5 teachers agree that most of the students find helpful the translation of some words and English structures

- On the other point of view regarding the beliefs of the students, all the teachers think that sometimes students need the explanations of an activity in Spanish, while students said that they don't

- 5 teachers agree and 1 completely does that it's necessary for the students to be aware of the similarities and differences between English and Spanish

Again we find positive views on the topic, this time taking into account teacher's opinion. All of them believe that the use of translation help students and make them to be aware of the differences between both languages. They also think that sometimes it's useful to explain some structures in Spanish during the class because the students will take the idea earlier and won't have problems.

In my opinion, we count on enough evidences that prove the adequacy of the use of translation in the English classroom. This constitutes the most powerful statement we can give for supporting the use of translation.

8.2. Limitation of the present research

First of all, we must say that the time available to develop the present research has been very short, the tests and the questionnaires were carried out only during

three sessions. It would have been better to develop more tests during a few more sessions. Secondly, the quantity of participants was very small, between 22-24 students.

Apart from the time and the number of participants, we also must take into account that we had to adapt the research project to the contents the students were going to develop during the following grammar point. We had to follow the normal routine of the class as we didn't want to interrupt the regular development of the English subject.

The first idea that came into our minds was to develop the tests with two different groups of students, one class would have been the control group and the second class would have been the experimental group, but within the 4th ESO groups of the High School, there are only one bilingual group, the one with whom the project was carried out, so we couldn't mix two different groups with different English levels. As we faced this inconvenient, we decided to separate, during the main test, the class randomly into two subgroups of 11 students each one, so they would have the same level of English.

Regarding what has just been said, we have to take into account that the project was carried out with a bilingual group, so the students were used to receive all the input in English. We believe that if the project had been developed with two regular 4th ESO groups, the results would have been wider and the differences between them would have been bigger. It seems that with a bigger number of participants the results obtained would be more reliable.

Anyway, we feel glad to have been able to carry out our research with the bilingual group and we appreciate the student's effort and patience.

8.3. Lines for future research

- Is translation beneficial facing other aspects apart from the grammatical structures?
- Does translation in the classroom accelerate the learning process?
- Does translation help students to be aware of their knowledge?
- Does translation motivate students?

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APPENDIX I

PRE-TEST

1. Write the sentences using wish and make any necessary changes to maintain the same meaning

1. I should have travelled more when I was young
I **wish** I had travelled more when I was young

2. I would like to be able to afford a country house
I wish _____

3. I hate it when you drive fast in the city
I wish _____

4. It's a pity I didn't bring my camera with me
I wish _____

5. I would like to go out more at the weekend
I wish _____

6. He keeps arriving late for class. It's getting on my nerves
I wish _____

7. I would love to be lying on a beach in the Bahamas right now
I wish _____

2. Write a suitable reply for these situations

1. A friend wants you to drive him home. You don't have a car
I **wish** I had a car

2. You had an argument with a friend. Then she had a party and didn't invite you
I wish _____

3. It's your best friend birthday, but you don't have any money to buy him a present
I wish _____

4. You forgot to phone Carol and she didn't go to your birthday party
I wish _____

5. Your house is very small

I wish _____

6. You watch too much television. You don't have much time to study. Your mother says:

I wish _____

7. You are in Germany. You can't speak German

I wish _____

8. Your father has to work next Saturday. He can't take you to Las Palmas

I wish _____

9. Your little sister is making an annoying noise

I wish _____

10. You didn't listen to your parents and you got into trouble

I wish _____

11. You want to go to the beach but it's raining

I wish _____

12. I can't give up smoking but I would like to

I wish _____

13. I don't have any cigarettes and I need one

I wish _____

14. George isn't here and I need him

I wish _____

15. It's cold and I hate cold weather

I wish _____

16. I live in New York City and I hate New York City

I wish _____

17. Tina can't come to the party and she's my best friend

I wish _____

18. I hate to work tomorrow, I'd like to stay in bed

I wish _____

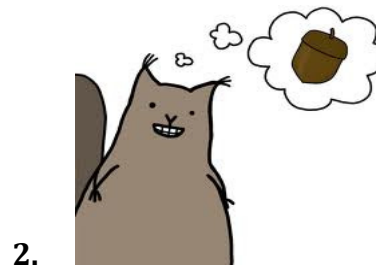
19. I don't know anything about cars and my car has just broken down

I wish _____

20. I'm not lying on a beautiful sunny beach and that's a shame

I wish _____

3. What do they want? Express their thoughts



3.



1. I wish...
2. I wish...
3. I wish...
4. I wish...
5. I wish...
6. I wish...
7. I wish...

APPENDIX II

THE STRUCTURE <i>I WISH</i>	
USE: When we want something to change in the present	
CONSTRUCTION: SUBJECT+WISH+PAST SIMPLE	
EXAMPLE: -I wish you were here -I wish he worked with us -I wish my brother didn't find it!	
USE:	
1	-To express desire for something to happen in the future
2	-To express desire for someone to change its behavior in the present or the future
3	- <i>Wish+would</i> : To complain about a situation
CONSTRUCTION: SUBJECT+WISH+WOULD/COULD/MIGHT	
EXAMPLE:	
1	-I wish you might come to the party! -I wish she could phone soon! -I wish Jim wouldn't be waiting for us!
2	-I wish you could stop smoking! -I wish Tom wouldn't go out every night!
3	-I wish the children would stop shouting -I wish Jim would study harder!
USE: When we want to change a past situation or to express something we wanted to be different	
CONSTRUCTION: SUBJECT + WISH + PAST PERFECT	
EXAMPLE: -I wish Bob had had a car! -I wish I had been watching the boy! -I wish your flight hadn't been delayed!	

THE STRUCTURE <i>I WISH</i>		LA ESTRUCTURA <i>OJALÁ</i>	
USE: When we want something to change in the present		USO: Cuando queremos que algo del presente cambie	
CONSTRUCTION: SUBJECT+WISH+PAST SIMPLE		CONSTRUCCIÓN: IMPERFECTO DEL SUBJUNTIVO → Terminaciones: -ra/-se, -ras/-ses, -ra/-se, -ramos/-semos, -rais/-seis, -ran/-sen	
EXAMPLE: -I wish you were here -I wish he worked with us -I wish my brother didn't find it!		EJEMPLOS: -¡Ojalá estuvieras/estuvieses aquí! -¡Ojalá trabajara/trabajase con nosotros! -¡Ojalá mi hermano no lo encontrara/encontrase!	
USE:		USO:	
1	-To express desire for something to happen in the future	1	-Cuando queremos expresar deseo por algo que queremos que ocurra en el futuro
2	-To express desire for someone to change its behavior in the present or the future	2	-Para expresar que queremos cambiar el comportamiento de alguien en el presente o en el futuro
3	- <i>Wish+would</i> : To complain about a situation	3	-Para quejarnos de una situación
CONSTRUCTION: SUBJECT+WISH+WOULD/COULD/MIGHT		CONSTRUCCIÓN: IMPERFECTO DEL SUBJUNTIVO → Terminaciones: -ra/-se, -ras/-ses, -ra/-se, -ramos/-semos, -rais/-seis, -ran/-sen	
EXAMPLE:		EJEMPLOS:	
1	-I wish you might come to the party! -I wish she could phone soon! -I wish Jim wouldn't be waiting for us!	1	-¡Ojalá pudieras/pudieses venir a la fiesta! -¡Ojalá ella pudiera/pudiese llamar pronto! -¡Ojalá Jim no estuviera/estuviese esperándonos!
2	-I wish you could stop smoking! -I wish Tom wouldn't go out every night!	2	-¡Ojalá pudieras/pudieses dejar de fumar! -¡Ojalá Tom no saliera/saliese todas las noches!
3	-I wish the children would stop shouting -I wish Jim would study harder!	3	-¡Ojalá los niños dejaran/dejasen de gritar! -¡Ojalá Jim estudiara/estudiase más!
USE: When we want to change a past situation or to express something we wanted to be different		USO: Cuando queremos cambiar una situación pasada o queremos que algo hubiese sido diferente. Acciones hipotéticas o no realizadas, situadas en el pasado	
CONSTRUCTION: SUBJECT + WISH + PAST PERFECT		CONSTRUCCIÓN: PRETÉRITO PLUSCUAMPERFECTO DEL SUBJUNTIVO → Sujeto + Imperfecto del subjuntivo del verbo haber + participio pasado del verbo (-ar → -ado /- er/-ir → -ido)	
EXAMPLE: -I wish Bob had had a car! -I wish I had been watching the boy! -I wish your flight hadn't been delayed!		EJEMPLOS: -¡Ojalá Bon hubiera/hubiese tenido coche! -¡Ojalá hubiera/hubiese estado vigilando al chico! -¡Ojalá tu vuelo no se hubiera/hubiese retrasado!	

APPENDIX III

MAIN TEST

1. Complete the sentences with the correct form of the verb in brackets

1. I wish I ____ (spend) more time reading last summer.
2. I wish you ____ (not be) late for class every day.
3. I wish you ____ (spend) more time with me.
4. I wish I ____ (listen) to you in the first place.
5. I wish I ____ (own) a bigger house.
6. I wish he ____ (go) home soon.
7. I wish I ____ (say) that before.
8. I wish I ____ (speak) better English.
9. This hotel is awful. I wish we ____ (not book) it on the Internet.
10. I wish I ____ (be) as good as you at maths.

2. Choose the best option to complete the sentences:

1. Working mothers often wish they..... more time to spend with their children.

A. ? have

B. ? had

2. I wish I..... to my parents when I was a child.

A. ? had listened

B. ? listened

3. We wish our readers..... us know what they think about the new layout of the magazine.

A. ? will let

B. ? would let

4. Many parents wish that schools..... serving high-calorie food during meals.

A. ? had stopped

B. ? would stop

5. I wish you..... to the party this weekend. It won't be the same without you!

A. ? will come

B. ? could come

6. I've had so many problems with my new laptop that I wish..... it.

A. ? hadn't bought

B. ? didn't buy

7. I wish I..... more when I was at university. Now I don't have that much time.

A. ? had read

B. ? didn't buy

8. I wish I..... you, but I really don't have time this weekend.

A. ? could help

B. ? would help

9. Doctors wish people..... more time exercising and not watching TV.

A. ? spent

B. ? spend

10. I..... I could trust you, but I'm afraid I can't!

A. ? hope

B. ? wish

11. Working mothers often wish they..... more time to spend with their children.

A. ? have

B. ? had

3. Translate from English into Spanish:

I wish I **spoke** Italian →

I wish I **had** a big car →

I wish I **was** on a beach →

I wish I **had** more money →

I wish I **was lying** on a beach now →

I wish it **wasn't raining** →

I wish you **weren't leaving** tomorrow →

I wish you **would stop smoking** →

4. Translate from Spanish into English:

Ojalá **fuese** millonario →

Ojalá **tuviese** un nuevo trabajo →

Ojalá **fuese** el Presidente →

Ojalá no **hubiese comido** tanto →

Ojalá **hubiesen venido** de vacaciones con nosotros →

Ojalá **hubiese estudiado** más en la escuela →

Ojalá **dejara** de llover →

Ojalá **se callara** →

APPENDIX IV

POST-TEST

1. Write the sentences using wish and make any necessary changes to maintain the same meaning

1. I should have read more when I was at school

I wish _____

2. I would like to be able to buy an apartment

I wish _____

3. I love it when we go shopping in the city

I wish _____

4. It's a pity I didn't bring my laptop with me

I wish _____

5. I would like to sleep more on Mondays

I wish _____

6. He keeps arriving late all the mornings to the University. It's getting on my nerves

I wish _____

7. I would enjoy to be drinking a cocktail on a beach in the Azores right now

I wish _____

2. Write a suitable reply for these situations

1. A friend wants you to drive him to his apartment. You don't have a car

I wish _____

2. You had a talk with your mum. Then she didn't let you going out at night

I wish _____

3. It's your sister's birthday, but you don't have any money to buy her a present

I wish _____

4. You forgot to phone you boyfriend and he didn't go to your graduation

I wish _____

5. Your house is too big

I wish _____

6. You play too much with the videogame. You don't have much time to study. Your dad says:

I wish _____

7. You are in Italy. You can't speak Italian

I wish _____

8. Your mother has to work next Sunday. He can't take you to Granada

I wish _____

9. Your little brother is making an annoying noise

I wish _____

10. You didn't listen to your friends and you got into trouble

I wish _____

11. You want to go to the swimming pool but it's cloudy and cold

I wish _____

12. I can't give up drinking alcohol but I would love to

I wish _____

13. I don't have any food and I am hungry

I wish _____

14. Thomas isn't here and I need to speak to him

I wish _____

15. It's hot and I love sunny weather and going to the beach

I wish _____

16. I live in Miami and I hate the city, it's too big and crowded

I wish _____

17. Paul can't come to the my apartment to watch a film and he's my best friend

I wish _____

18. I hate to go to school on Monday, I'd love to be at home

I wish _____

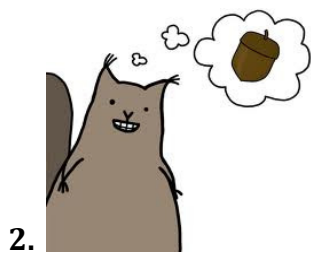
19. I don't know anything about technology and my computer has just broken down

I wish _____

20. I'm not partying in New York and that's a shame!

I wish _____

4. What do they want? Express their thoughts



4.



5.



6.



7.



1. I wish...

2. I wish...

3. I wish...

4. I wish...

5. I wish...

6. I wish...

7. I wish...

APPENDIX V

QUESTIONNAIRE ABOUT THE STUDENT'S OPINION: USE OF TRANSLATION AND SPANISH IN THE EFL CLASS

	Siempre	A menudo	A veces	Casi nunca	Nunca
1. Suelo traducir del inglés al español cuando:					
Estudio					
Trabajo en clase					
Trabajo con compañeros					
Leo un texto en inglés					
Aprendo vocabulario					
2. Suelo traducir del español al inglés cuando:					
Estudio					
Trabajo en clase					
Trabajo con compañeros					
Aprendo vocabulario					
	Totalmente de acuerdo	De acuerdo	Nada de acuerdo	No tengo opinión	
3. La traducción me ayuda a aprender inglés					
4. Las actividades de traducción que hemos realizado durante el curso me han resultado útiles					
5. La traducción al español me ayuda a aprender vocabulario					
6. La traducción al español me ayuda a comprender estructuras gramaticales					
7. Me resulta útil cuando mi profesora traduce directamente palabras y estructuras en español					
8. Encuentro útiles las explicaciones de estructuras inglesas en español					

9. A veces necesito que la profesora o algún compañero me explique en español lo que tengo que hacer en clase cuando hacemos actividades en inglés
10. Suelo utilizar el español para confirmar algo que he comprendido, oído o leído en inglés
11. Encuentro necesario hablar en español con mi profesora acerca de mi progreso en inglés
12. Comparar las estructuras gramaticales en español y en inglés me ayuda a comprenderlas
13. Ver estructuras traducidas al español me ayuda a asimilar la construcción de oraciones en inglés (cómo se forman, el orden de los componentes, los elementos gramaticales implicados, etc.)
14. Creo que es necesario ser consciente de las similitudes y diferencias entre el inglés y el español
15. Suelo traducir directamente del español al inglés cuando hablo
16. Suelo traducir directamente del español al inglés cuando escribo
17. Nunca hablo en español cuando trabajamos en parejas o grupos
18. Prefiero que las clases sean totalmente en inglés
19. Intento no recurrir nunca al español
20. Suelo traducir oraciones del español al inglés

QUESTIONNAIRE ABOUT THE TEACHER'S OPINION: USE OF TRANSLATION AND SPANISH IN THE EFL CLASS

	Siempre	A menudo	A veces	Casi nunca	Nunca
1. Los alumnos/as suelen traducir del inglés al español cuando:					
Estudian					
Trabajan en clase					
Trabajan con sus compañeros					
Leen un texto en inglés					
Aprenden vocabulario					
2. Los alumnos/as suelen traducir del español al inglés cuando:					
Estudian					
Trabajan en clase					
Trabajan con sus compañeros					
Aprenden vocabulario					
	Totalmente de acuerdo	De acuerdo	Nada de acuerdo	No tengo opinión	
3. La traducción ayuda a los alumnos/as a aprender inglés					
4. Las actividades de traducción que hemos realizado durante el curso les han resultado útiles					
5. La traducción al español les ayuda a aprender vocabulario					
6. La traducción al español les ayuda a comprender estructuras gramaticales					
7. A los alumnos/as les resultan útiles las traducciones de palabras y estructuras del inglés al español					
8. Los alumnos/as encuentran útiles las explicaciones de estructuras inglesas en español					

9. Los alumnos/as a veces necesitan que el/la profesor/a o algún compañero les explique en español lo que tienen que hacer en clase cuando hacemos actividades
10. Los alumnos/as suelen utilizar el español para confirmar algo que han comprendido, oído o leído en inglés
11. Los alumnos/as encuentran necesario hablar en español con el/la profesor/a acerca de su progreso en inglés
12. Comparar las estructuras gramaticales en español y en inglés les ayuda a comprenderlas
13. Ver estructuras traducidas al español les ayuda a asimilar la construcción de oraciones en inglés (cómo se forman, el orden de los componentes, los elementos gramaticales implicados, etc.)
14. Como profesor/a creo que es necesario que los alumnos/as sean conscientes de las similitudes y diferencias entre el inglés y el español
15. Los alumnos/as suelen traducir directamente del español al inglés cuando hablan
16. Los alumnos/as suelen traducir directamente del español al inglés cuando escriben
17. Los alumnos/as nunca hablan en español cuando trabajan en parejas o en grupos
18. Los alumnos/as prefieren que las clases sean totalmente en inglés
19. Los alumnos/as intentan no recurrir nunca al español
20. Los alumnos/as suelen traducir oraciones del español al inglés